

# **Teaching English as a Foreign Language *Toolkit***

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## PPP Lesson Planning Template

Topic: \_\_\_\_\_ Time Allotted: \_\_\_\_\_

Terminal Objective: \_\_\_\_\_

Enabling Outcomes:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Materials: \_\_\_\_\_

	Time	Activity Description
Topic Introduction/Warm-up		
Presentation		
Practice		
Production		
Assessment or Follow-up assignments		

## ***Sample PPP Activity Types***

### Topic Introduction:

- Video clips
- Songs
- Dialogs
- Discussion questions
- Pictures

### Presentation:

*More teacher-centered presentations may include:*

- Chalkboard or overhead projector to show grammar points or vocabulary lists
- Choral recitation of vocabulary words or phrases

*More student-centered presentations may include:*

- Students read information from textbook and share with a group or the whole class
- Presentation of language point by an advanced student

### Practice:

- Worksheets
- Repetition of vocabulary, phrases, or a dialog in pairs or small groups
- Writing short sentences to practice a grammar point
- Short surveys or structured interviews using set phrases or sentence starters (eg, "Which do you prefer, \_\_\_\_\_ or \_\_\_\_\_?")

### Production:

- Open discussion or conversation
- Performing a skit
- Writing a paragraph or essay
- Presentations

### Assessment:

- Scoring rubric to grade writing or speaking
- Informal error correction and feedback

## **Pronunciation: Fun Ways to Teach Suprasegmentals**

What are the “suprasegmentals”?

- Rhythm
- Stressed words
- Intonation
- Linking

*“Aim for a primary though not exclusive focus on suprasegmentals”*

Levis, J. M. and Grant, L. (2003), Integrating Pronunciation Into ESL/EFL Classrooms. TESOL Journal, 12: 13–19.

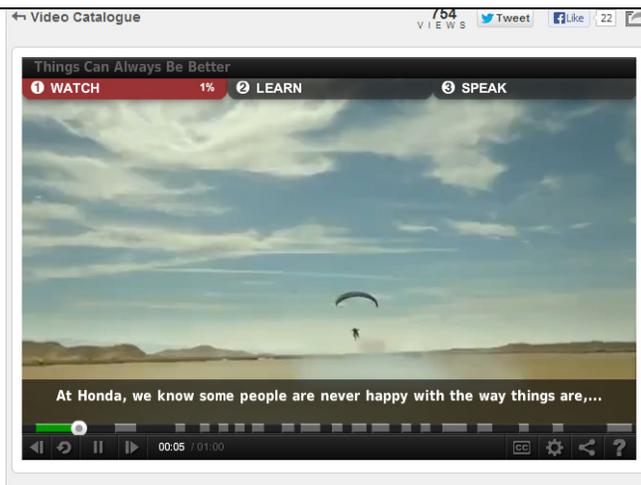
Kazoos – “sing” the **intonation** of a sentence; then say it



Elastic bands – stretch to show **stress** (only one syllable of the word is long, the others are short)



Mirroring video clips online using the website **EnglishCentral** ([www.englishcentral.com](http://www.englishcentral.com))



Mirroring a clip from an engaging TV show and performing it for the class (using appropriate **stress and intonation**)



Poetry and Tongue  
Twisters (focus on word **stress**)

She sells seashells by the seashore.  
The shells she sells are surely seashells.  
So if she sells shells on the seashore,  
I'm sure she sells seashore shells.

Give students a transcript; listen and mark **intonation** and **stress**. Then, practice reading it, along with the audio!

It means that voluntourism becomes more popular in the United States.  
So what is voluntourism and what is a voluntourist?  
Voluntourism is a kind of travel including service and volunteers together.  
Voluntourists are people who are going on vacation, and they like to

### ***Pronunciation: Using Minimal Pairs for Segmentals***

Play a card game – either like Go Fish! Or some kind of matching game. Create four of the same card, and four other cards with a word similar except for one sound. Mix them up and distribute so each student has four random cards. Every student wants to collect all four of the same card and asks, “Do you have a ‘ban’?” or “Do you have a ‘pan’?” If the person has the card, they must surrender it and trade.



Sample minimal pairs for p/b:

- Peach – beach
- Staple – stable
- Palate – ballot
- Rope – robe
- Pie – buy
- Pack – back
- Mop – mob

### **Sample Speaking Rubrics: Presentation**

	Points Possible	Your Points
Introduction <ul style="list-style-type: none"><li>• Interesting hook</li><li>• Background info</li></ul> Conclusion <ul style="list-style-type: none"><li>• Summarizes main ideas</li></ul>	2	
Content <ul style="list-style-type: none"><li>• Clear main topics</li><li>• Enough examples and details about each one</li></ul>	3	
Organization <ul style="list-style-type: none"><li>• Uses transitions (first, second, third, etc)</li><li>• Uses phrases for examples (for example, such as, including)</li></ul>	3	
Body language and presentation skills <ul style="list-style-type: none"><li>• Didn't look at the screen</li><li>• Used note-cards</li><li>• Looked at the audience</li></ul>	3	
Pronunciation and Smoothness <ul style="list-style-type: none"><li>• Clear sounds and words</li><li>• Smooth</li><li>• Easy to understand</li></ul>	10	
Grammar <ul style="list-style-type: none"><li>• Few grammar mistakes</li></ul>	5	

\_\_\_ / 26 points

## Sample Speaking Rubrics: Dialog

Name: \_\_\_\_\_

\_\_\_ / 25 points = \_\_\_%

<b>Fluency</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A lot of pausing and hesitation. Several "starts and restarts."	Some pausing, but I can understand what you mean.	Some smoothness shown, uses short phrases or word clusters.	Fairly smooth speaking.	Hardly any unnatural pauses; sounds easy.

<b>Pronunciation</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very difficult to understand because of pronunciation. Stress and intonation are unnatural.	Difficult because of pronunciation. Stress and intonation are usually unnatural.	Easy to understand pronunciation most of the time. Stress and intonation are often unnatural, but meaning is usually clear.	Easy to understand pronunciation; stress and intonation are sometimes unnatural, but meaning is clear.	Only small problems with stress and intonation. Pronunciation in no way impedes comprehension

<b>Grammar</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Often uses single words or broken sentences; Many grammar mistakes cause confusion.	Uses very basic sentence patterns; Makes frequent errors which can cause confusion.	Uses simple sentences with occasional mistakes; Complex grammar attempted but is often used incorrectly	Simple structures are used without mistakes; Can also use complex structures, but makes occasional errors	Small mistakes made in complex sentences, but the meaning is always clear. Can self-correct & rephrase to show meaning

<b>Development &amp; Support</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very little information given; not on the right topic; not connected.	Limited amount of information given.	Key information is given, but some of the details are not important.	Answers are to the point. However, supporting information is not enough.	Answers are to the point. Provide enough information to support the answer.

<b>Active Conversation Skills</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very little active listening.	Some limited responses to partner.	Responds to partner and attempts to ask questions, but mostly just asks for general opinions.	Responds to other. Asks follow-up questions, but isn't always able to build on others' ideas.	Responds fully, asks effective follow-up questions, and is able to build on others' ideas.

Comments:

## Teaching Grammar

Grammar Challenges for Arabic learners:

Grammar Point	Error	Correction
The indefinite article (a/an) does not exist in Arabic, leading to its omission when English requires it.	I have car.	I have a car.
Adjectives in Arabic follow the noun they qualify.	I have car blue.	I have a blue car.
Arabic has no verb <i>to be</i> in the present tense, and no auxiliary <i>do</i> .	Where he going?	Where is he going?
Arabic does not make the distinction between actions completed in the past with and without a connection to the present.	I finished my homework. We can go now.	I've finished my homework. We can go now.
There are no modal verbs in Arabic (may, might, could, etc)	From the possible that I am late.	I might be late.
Double-subjects are often used.	My brother he is a student.	My brother is a student.

<http://esl.fis.edu/grammar/langdiff/arabic.htm>

## English Verb System

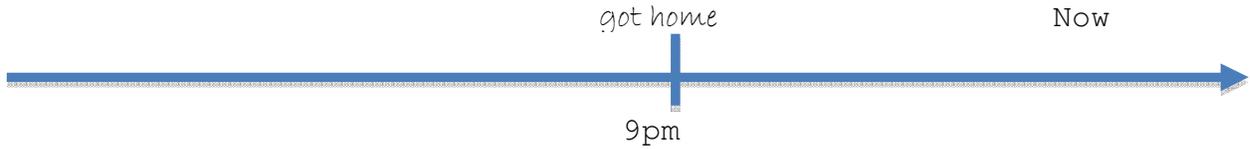
	Past	Present	Future
<b>SIMPLE</b>	An action that ended in the past.	An action that is habitual or repeated.	A plan for an action in the future.
<i>Formula</i>	<i>Painted</i>	<i>Paints/Paint</i>	<i>Will paint.</i>
<i>Word clue</i>	He painted yesterday	She paints every weekend.	She will paint tomorrow.
<b>CONTINUOUS</b> (be)+ (verb) + ing.	An action that was happening (past continuous) when another action finished (simple past).	An action is in the process of happening now.	An action that will happen in the future for a length of time.
<i>Formula</i>	<i>Was/were painting</i>	<i>Am/are/is painting</i>	<i>Will be painting</i>
<i>Word clue</i>	I was painting when I saw the accident.	She is painting now.	They will be painting when you arrive tomorrow.
<b>PERFECT</b> (have)+ (verb)	An action that finished before another action or time in the past.	An action that happened at an unsaid time in the past.	An action that will finish before another action or time in the future.
<i>Formula</i>	<i>Had painted.</i>	<i>Have/has painted</i>	<i>Will have painted</i>
<i>Word clue</i>	We had painted the house before the rain started.	She has painted many portraits.	He will have painted the bedroom before his daughter comes home.
<b>PERFECT CONTINUOUS</b> (have)+ been + (verb)+ ing	An action that happened over time in the past before another action.	An action that happens over time, starting in the past and continuing into the present.	An action that happens over time in the future before another action.
<i>Formula</i>	<i>Had been painting</i>	<i>Have/has been painting</i>	<i>Will have been painting</i>
<i>Word clue</i>	She had been painting for a while when she started classes.	I have been painting landscapes since I started school.	We will have been painting for several hours before we can see how it looks.

<http://clickonenglish.blogspot.com/2013/02/english-verb-tense-system.html>

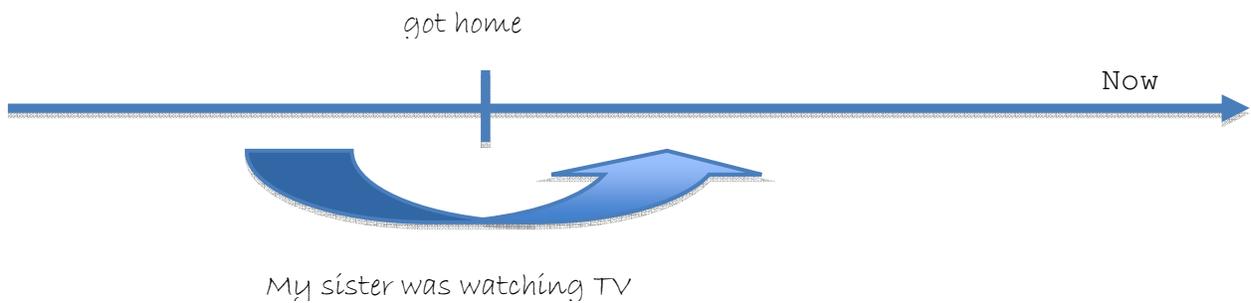
## Verb Tense Diagrams

Consider using diagrams on the chalkboard to teach the meaning of verb tenses. See the following examples:

**Simple Past** I got home yesterday at 9am.



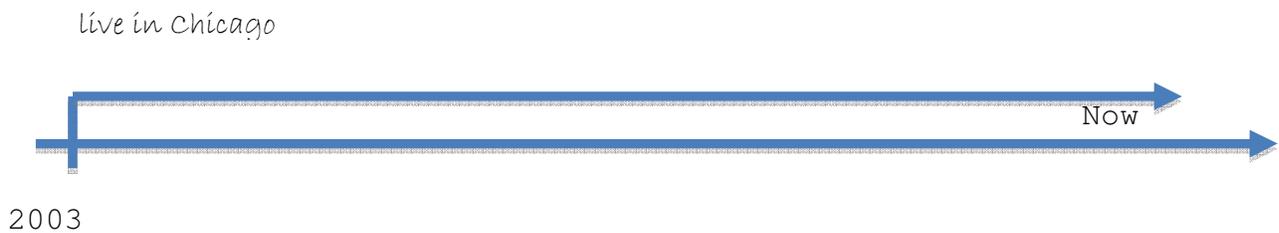
**Past Progressive** When I got home, my sister was watching TV.



**Present Perfect - Indefinite Past** I've been to Paris twice. (Specific time not important)



**Present Perfect - For/Since** We've lived in Chicago since 2003. (Still true today)



## ***Icebreakers and Get-to-Know-You Activities***

### **Who Am I?**

Put a picture of a person or object on each student's back; students must ask questions to guess who or what they are

### **Speed Networking**

1. Divide the class into 2 rows and seat them across from each other. One row will stay seated the entire time and the second row will move.
2. Each student is handed a card with everyone's names and where they can jot down similarities, differences, and more about each person. Prepare these ahead of time.
3. The teacher starts the timer for 1-2 minutes and each student tries to find out as much about the other person by talking.
4. Then they switch to the next person.

### **Show and Tell**

Have students bring an object or photo that represents something about them

### **Two Truths and a Lie**

Students tell 2 truths and 1 lie about themselves; The other students ask questions and guess which is the lie.

### **GTKY Surveys**

Have students in pairs or groups create their own list of survey questions to ask

## **Speaking/Writing Topics**

*These are great for warm-ups, fluency circles, presentations, short writing assignments, or practice activities for specific grammar points.*

### **Past Experiences**

*Tell us about...*

Your most embarrassing moment

Your worst day

A scary experience

Your favorite elementary school teacher

Your favorite game to play as a child

Your 16th birthday

Your first day at a new school

A really fun vacation

The best decision you've ever made

A wonderful birthday

The time you broke a bone

The scariest thing you've ever done

Your favorite high school memory

The time you were in the hospital

The craziest thing you've ever done

Your earliest childhood memory

Your first trip without my parents

What you did last weekend

### **Future Plans**

*What are you going to do...?*

tonight

tomorrow

this weekend

this summer

five years from now

ten years from now

after class

before you die

### **Favorites**

*What's your favorite...?*

day

season

food

dessert

game

color

type of music

type of movie

weekend activity

vacation destination

junk food

movie

### **Description**

*Describe....*

your house

your favorite part of the city

your father/mother/sister/brother, etc

your favorite car

a room in your house

our classroom

the school

a famous landmark in our city

## Online Resources

### Listening – Modified for English Language Learners

Resource	Notes
<a href="http://www.esl-lounge.com/student/listening-elementary.php">http://www.esl-lounge.com/student/listening-elementary.php</a>	Passages with questions
<a href="http://www.esl-lab.com">http://www.esl-lab.com</a>	Passages, transcripts, quiz
<a href="http://www.teacherjoe.us/Dicts.html">http://www.teacherjoe.us/Dicts.html</a>	Dictations
<a href="http://www.fonetiks.org/dictations/">http://www.fonetiks.org/dictations/</a>	Dictations
<a href="http://learningenglish.voanews.com/">http://learningenglish.voanews.com/</a>	Modified News
<a href="http://www.5minuteenglish.com/reading.htm">http://www.5minuteenglish.com/reading.htm</a>	Short passages, quizzes
<a href="http://www.eslfast.com/">http://www.eslfast.com/</a>	Short stories to read along with
<a href="http://www.elllo.org">http://www.elllo.org</a> (transcripts available)	Passages with quizzes

### Listening – Authentic Videos and Audio

Topic	Website
News	<a href="#">CNN</a> <a href="#">New York Times</a> <a href="#">ABC News</a> <a href="#">NPR</a> (transcripts available) <a href="#">VOA News</a> (transcripts available) <i>What are the main parts of each news story? Answer the questions of <u>who</u>, <u>what</u>, <u>where</u>, <u>when</u> <u>why</u>?</i>
Technology	<a href="#">Cars.com</a> - Car reviews <a href="#">CarTV</a> - Car reviews <a href="#">Discovery.com</a> - Variety of science/technology video <i>What are the key characteristics of the new technology?</i>
Weather & Geography	- Videos about weather <a href="#">National Geographic</a> - Videos about geography, animals, people, and places
Directions & "How-to"	<a href="#">eHow</a> - How-to videos <a href="#">Martha Stewart</a> - Cooking demos <a href="#">Foodtube</a> - Cooking demos <a href="#">About.com</a> - Various demo videos (transcripts available) <i>What are the main steps in the process?</i>
Stories & Personal Experiences	<a href="#">Storycorps</a> - Personal stories and interviews (transcript available if searched through NPR) <a href="#">This I Believe</a> - Audio Essays (transcripts available) <i>What are the main events in the story?            What characteristics can you <u>infer</u> about the speaker or character? --What is their personality like? What has their life been like in the past? What are their strongest personality traits?</i>
Short Videos and Commercials	<a href="#">Lingual Net</a> - Commercials with activities

## **Pronunciation & Speaking**

- Sounds of English (*Segmental Practice*) <http://www.soundsofenglish.org/pronunciation/sounds.htm>
- Minimal Pairs practice [http://www.speech-language-therapy.com/index.php?option=com\\_content&view=article&id=13:contrasts&catid=9:resources&Itemid=117](http://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=13:contrasts&catid=9:resources&Itemid=117)
- <http://www.englishclub.com/esl-worksheets/pronunciation/>
- Mirroring (video clips) <http://www.englishcentral.com>
- Voxopop (Online discussion board) <http://www.voxopop.com>

## **Grammar**

- [A4ESL](#)
- [Chalk and Talk](#) – (video grammar lessons and activities)
- [ChompChomp](#) – (PDF printouts for teachers and hotpotatoes linked exercises and PowerPoint Grammar explanations)
- [English for Everybody](#) – (video lessons)
- [English Zone](#) – (Has grammar, reading, spelling, idioms, phrasal verbs and more)
- [ESL Zone – Verb Tenses](#)
- [Grammar Video Lessons](#)
- [Grammar Worksheets](#) – Indiana State University
- [Guide to Grammar and Style](#) – Rutgers
- [Hyper Grammar - Ottawa](#) – (Good for its explanations)
- [Parts of Speech](#)
- [Dave's ESL Café](#)
- [About.com Grammar](#)
- [Grammar](#) (has links for word form, word choice, parallel structure, pronouns)
- [Grammar-quizzes.com](#) – Has tons of grammar explanations

## **Games and Other Fun Ideas**

- <http://darkwing.uoregon.edu/~leslieob/pizzaz.html>
- [Online Stop Watch](#) (Just a big timer you can put on the overhead)
- [Memory Matching Game](#) (low level, includes listening for –s and simple vocabulary)
- [Pictures for Learning](#)
- [Random Sentence Generator](#)
- [List of Penpals and ESL Chat Websites](#)
- [Many Things](#) – Randomness
- [HyperHistory](#)
- [USA Learns](#) (self-guided lessons for very low-level students)
- [Interview Simulator](#)
- [Slang City](#) (quizzes, song translations, movie translations, etc.)
- [Brain Boosters](#) (riddles, mysteries, etc.)

## **Reading and Writing**

Reading	Writing
<p><a href="#">Aesop's Fables – Old and New Adaptations</a></p> <p><a href="#">Alex Catalogue</a></p> <p><a href="#">Breaking News English</a> – (Resource for teachers with some current events news lessons – pretty useful – also see theme-based lessons)</p> <p><a href="#">Classic Reader</a> (TONS of fiction, nonfiction, poetry, etc.)</p> <p><a href="#">EnglishClub</a></p> <p><a href="#">ESL Lounge</a> – has readings with questions already made</p> <p><a href="#">ESL Monkey</a> – Upload Articles and links all words to the dictionary for easy look up.</p> <p><a href="#">Extraordinary People</a></p> <p><a href="#">Ghost and Other Scary Stories</a></p> <p><a href="#">Interlink</a> – Has some interesting speed reading activities</p> <p><a href="#">Literacy Net</a></p> <p><a href="#">Online Reading Lab</a></p> <p><a href="#">Prefix Page</a></p> <p><a href="#">Public Literature</a></p> <p><a href="#">Reading Exercises</a></p> <p><a href="#">Short Stories Page</a></p> <p><a href="#">University of Victoria</a></p> <p><a href="#">The Big Project</a> – (Links to about a hundred online newspapers in English)</p> <p><a href="#">Directory of Sites for Reading</a></p> <p><a href="#">Index of Online Reading</a></p> <p><a href="#">About.com Reading</a></p> <p><a href="#">Reading Scanner</a> (Highlights what information you might scan from an inputted text)</p> <p><a href="#">California Distance Learning Project</a> (Read and listen, good for level 1)</p>	<p><a href="#">Bubbl</a> – Online Bubble/Webbing Brainstorming Organization Tool</p> <p><a href="#">Cause and Effect</a> (Good Website for Cause and Effect Resources)</p> <p><a href="#">CCC Guide to Grammar and Writing</a></p> <p><a href="#">Colorado State Writing Resources</a></p> <p><a href="#">Empire State College</a> – Advanced Grammar &amp; Writing</p> <p><a href="#">EslBee</a> (Has a lot of example essays)</p> <p><a href="#">Lesson Writer</a> (lets you upload a reading up to 400 words and creates vocab questions for it and more)</p> <p><a href="#">PenPals</a></p> <p><a href="#">Purdue Online Writing Lab</a></p> <p><a href="#">Summary</a></p> <p><a href="#">Ohio University Writing Links</a></p> <p><a href="#">About.com Writing</a></p> <p><a href="#">Grammar</a> (has links for word form, word choice, parallel structure, pronouns)</p> <p><a href="#">Introductory Paragraph Techniques</a></p> <p><a href="#">Paraphrase, Quote, Summarize</a></p> <p><a href="#">Sample Essays</a></p> <p><a href="#">Plagiarism</a></p>

*Pre- and Post-Listening/Reading Note-taking Chart*

<b>K·W·L CHART</b>		
<b>K</b> What I Know	<b>W</b> What I Want to Know	<b>L</b> What I Learned

### **Paragraph Writing Activity**

**Brainstorming:** Brainstorming means to get ideas. Write down some places that you have visited in your country.

--

Now, choose one place and one day you visited it.

Ask your partner questions about his or her day in that place. Tell your partner answers about your day.

- |                                   |  |
|-----------------------------------|--|
| 1. <b>Where did you go?</b>       | 6. <b>What was the best part of the day?</b> |
| 2. <b>How did you get there?</b>  | 7. Did anything annoying happen?             |
| 3. Who went with you?             | 8. Did anything funny happen?                |
| 4. <b>What did you do there?</b>  | 9. Did anything scary happen?                |
| 5. Why is this place interesting? |  |

**Organization:** Write notes in the box below about what you will include in each part of the paragraph.

<b>Topic Sentence</b>	
<b>Beginning of the day</b>	
<b>Middle of the day</b>	
<b>End of the Day</b>	
<b>Concluding Sentence</b>	

**Writing:** Use the information that you organized above to write your paragraph.

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## **Compare/Contrast Writing Activity**

### *Instruction Chart*

#### **Turnabout Introduction:**

**Write about similarities between X and Y for 3-4 sentences.**

= Both X and Y ... / X and Y have ... in common/ X and Y are both...

**Turnabout sentence**= For example:

Although X and Y are similar, they have several important differences.

**Thesis Statement** (*last sentence of introduction paragraph*):

= X and Y *differ in terms of* A and B

#### **Body Paragraph #1:**

**Topic Sentence** : X and Y have different **A**.

Explain **X** and **A**

Support your ideas with details and explanations

**CONTRAST WORD(s)**: Explain **Y** and **A**

Support: Support your ideas with details and explanations

#### **Body Paragraph #2:**

**Topic Sentence** : X and Y differ in terms of **B**

Explain **X** and **B**

Support your ideas with details and explanations

**CONTRAST WORD(s)** Explain **Y** and **B**

Support your ideas with details and explanations

#### **Conclusion**

**Summarize the main ideas of your essay.** (tip: Re-state the main ideas X, Y, A and B) (50%)

**Say which is better X or Y.** (Explain why A or B is better in your opinion (50%))

*Directions: Put the sentences in order to make a compare/contrast essay*

Laptop computers are portable computers with almost all the features and advantages of a desktop computer, but they are more expensive. Netbooks are smaller and much cheaper than laptops, but they don't have as many features as a laptop.

Students should research the different options and choose a computer based on their needs and budget. Netbook and laptop computers differ in terms of features and convenience.

Netbooks and laptops have very different features.

Most students need a computer which is portable, so they can use it all over campus and at home. The biggest decision is whether to buy a laptop or a netbook computer.

Netbooks were designed to provide internet access for checking e-mails and surfing the web, so netbooks often have far fewer features than a laptop.

For example, netbooks often come with minimal word processing software, slower processing speeds and don't have disk drives.

If a student just wants a cheap way to be able to surf the net to get information quickly and e-mail friends, then a netbook is a great value.

However, standard laptops have the same features as a desktop computer.

If a person has more money and needs a portable computer for important processing, gaming or to run complex programs, then a laptop would be the better choice. Ultimately, it depends on which features are most important to the student.

Another difference between netbooks and laptops is convenience.

Netbooks are small and very lightweight. For example, most netbooks weigh less than five pounds and are half the size of laptops.

Netbooks can be easily carried anywhere for instant internet access, finishing homework, or reviewing documents.

In contrast, laptops are much less convenient as they are larger and heavier than netbooks.

Laptops have all the features that people need for work and play, such as dvd burners, a full range of processing software, and high speed processors.

Even the lightest laptops weigh more than five pounds and cannot fit into a small bag.

Both netbooks and laptops offer convenience and easy access to the internet. For students, both netbooks and laptops are good options.

*Have students the outline on the following page to organize their compare/contrast essay.*



<b>Body Paragraph #2</b>	<p><b>Topic Sentence:</b> X and Y differ in terms of B</p> <p>Explain X and B in one sentence</p> <p>Support: examples and details</p> <p>CONTRAST WORD Explain Y and B in one sentence</p> <p>Support: examples and details</p>	
<b>Conclusion</b>	<b>Conclusion</b>	

### Contrast Body Paragraph #1: Peer Review

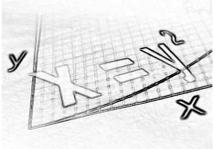
**Directions:** Read another student's body paragraph and complete the information.

Writer's Name: \_\_\_\_\_



### Topic Sentence

Is this the first sentence in the paragraph?    Yes    No  
 Look at the topic sentence and answer the following information:



X = \_\_\_\_\_

Y = \_\_\_\_\_

A = \_\_\_\_\_

### Body Paragraph

- How many sentences explain X and A? \_\_\_\_\_
- How many sentences explain Y and A? \_\_\_\_\_
- Which contrast word does the author use between XA and YA? \_\_\_\_\_

### Balance

Are these numbers similar?

Yes

No



### Think about A

**How strong is A?** Is it an interesting point of contrast? Is it unique? Does it make sense to you?  
 Put an X on the line and then explain your answer in the box:



**Weak**

Not clear, Doesn't make sense  
 Not very interesting or unique



**Explain:**



**Strong**

Interesting  
 Unique, Very clear

### Discussion about B (Body Paragraph #2)

Interview the student about their ideas for Body Paragraph #2. Complete the chart below based on the information they give you. Then discuss their ideas. Do you have any suggestions or additional ideas that might help the writer?

	X =	Y =	
B =			

Name: \_\_\_\_\_



**Directions:** Write a 4-5 paragraph contrast essay on one of the following topics:

1. Individual/team sports
2. travel alone/ travel with a tour group
3. live near the city center/ live in the suburbs
4. have a few close friends/have many friends
5. Spend holidays with family/ spend holidays with friends

Paper copy of contrast essay due: \_\_\_\_\_

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### Remember

- Your essay should be 1½ - 2 pages long (two page maximum)
- Follow the organization formula for contrast essays from the example essay
- Format your paper correctly according to the example given in class
- Save a copy of your essay on your USB
- Review your essay before turning it in
- Turn in your outline and organization with your essay
- Print a paper copy of your essay and bring it to class with this paper



## Contrast Essay Final Draft

Name: \_\_\_\_\_

RUBRIC	4	3	2	1 - 0
<b>Focus &amp; Thesis</b>	The writing is clearly focused with a clear controlling idea and clear thesis. All writing is focused and on topic.	One area of weakness in the following area: thesis, controlling idea, or focus	More severe area(s) of weakness in the following areas: controlling idea, thesis, focus	The main idea is not clear. Missing thesis, controlling idea, lack of focus
<b>Development of Ideas</b>	Paragraphs are clearly developed with clear topic sentences and adequate supporting ideas	One paragraph is lacking adequate support and should be developed more	More than one idea is unsupported, unclear or too general.	Most or all paragraphs and main ideas are not developed. Overall weaknesses in paragraph development
<b>Organization</b>	Overall well organized. Main ideas and details are placed in a logical order.	Some problems with organization. Details are placed in a fairly logical order with some limitations.	More severe or multiple examples of weaknesses in detail or paragraph organization	Main ideas and details are not in a logical or expected order. Essay is not clearly organized
<b>Grammar</b>	Writer makes minimal errors in verb tense, word form, word choice, spelling, or capitalization	The writer makes some errors in grammar	Writer makes more serious and repeated errors in grammar	Serious grammar errors in most areas of the writing. Limited ability to control grammar in writing.
<b>Sentence Structure</b>	Writer makes minimal sentence structure errors : C/S, R/O, and frags	The writer has a few sentence structure errors	More numerous sentence structure errors	Serious sentence structure errors. Limited ability to define sentence boundaries.
<b>Format</b>			The assignment is correctly formatted according to stated requirements (2 points)	<input type="checkbox"/> Minor formatting errors (1 point) <input type="checkbox"/> Major formatting errors or several minor formatting errors (0 points)
<b>Contrast Language</b>				Contrast language used clearly, effectively and appropriately in the essay (1 point) <input type="checkbox"/> Some difficulty using contrast language effectively or no contrast language used correctly (0 points)

22(96%) 21(92%) 20(87%) 19(82%) 18(78%) 17(74%) 16(70%) 15(65%) 14(61%) 13(56%) 12(52%)

**Total: \_\_\_\_\_/23**

**Draft One:** \_\_\_\_\_

**Draft Two:** \_\_\_\_\_

**Final Grade:** \_\_\_\_\_

**Strengths:**

**Areas for improvement:**


**Your contrast thesis statement...**

1. Must be able to stand alone.
2. Must include all the important information in ONE sentence
3. Must be grammatically correct.
4. Must include a MAP of the main ideas of the essay.

**Contrast Thesis Statement:**  
**X** and **Y** differ in terms of A and B.

- **McDonald’s and Burger King** differ in terms of cost and taste.
- **Learning English in China and the U.S.** differs in terms of the amount of practice and the level of difficulty.

**Directions:** *Read the thesis statements below and re-write the thesis statements correctly. Follow the example from above. When you are finished, compare your answers with a classmate.*

- 1) There are more different cultures between China and Saudi Arabia, such as love, education and work.

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- 2) American and Saudi cultures are very differences like food and school. In the following I will explain the two ways.

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- 3) There are many different between learning English in the U.S. and Saudi. For example, the way of learning, and practicing of language.

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- 4) In fact, the marriage in Saudi Arabia and China are very different like the clothes and the food.

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# Contrast Essay Organization

	X=	Y=
A=		
B=		

Main idea/point of contrast for each body paragraph

Details, explanation and examples for each main idea/point of contrast

## Error Correction Symbols

AGR	Subject-Verb Agreement (or SVA) <i>People <b>doesn't</b> like vegetables.</i>
	Noun-Pronoun Agreement/Reference or (NPR) <i>Vegetables are healthy. I like <b>it</b>.</i>
#	The noun form should be singular or plural: <i>You have a lot of good <b>time</b> with your friends.</i>
VT / V.F.	Verb Tense or Verb Form: <i>In high school, I <b>have played</b> many sports.</i>
AWK or 	Awkward phrasing <i>We can <b>share</b> fun together.</i>
P or 	Punctuation <i>After I graduated high school; I moved to Chicago.</i>
C or 	Capitalization <i>After I graduated high school, I moved to <b>chicago</b>.</i>
?	An idea/sentence is unclear. I'm not sure what you're trying to say, so I don't know how to correct it.
^	Something is missing. <i>I like <b>talking my</b> friends.</i>
/ or <del>strikethrough</del>	Something is not needed. <i>It cost two thousands dollars.</i>
SP	Spelling <i>I <b>stoped</b> feeling sorry for myself.</i>
WF	Incorrect form of the word <i>It was the <b>sadness</b> moment of my life.</i>
WC	Inappropriate word used <i>It was the most <b>despondent</b> moment of my life.</i>
R.O.	Run-on sentence: two sentences are combined incorrectly with no conjunction and no comma. <i>I like <b>Susan she</b> is very friendly and outgoing.</i>
C.S.	Comma splice: two sentences joined incorrectly with a comma. <i>I like <b>Susan, she</b> is very friendly and outgoing.</i>
FRAG	Fragment: not a complete sentence. <i><b>Because</b> it is so much fun!</i>
COLL	Collocation: Two or more words are commonly together. <i>I am not interested <b>at</b> your opinion about the issue.</i>

## ***Workshop Facilitator Contact Information***

While you're abroad, don't hesitate to email one of us with any questions you may have about teaching ideas or resources.

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